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ASSIGNMENT BOOKLET
SST1150 Social Studies 10-2
Module 2 Assignment

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SOCIAL STUDIES 10-2

ASSIGNMENT BOOKLET

Learn  veryWare

Module 2: Early Global Connections

we explore

Social Studies 10-2
Module 2: Historical Globalization
Assignment Booklet
ISBN 978-0-7741-3090-5

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	



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- Alberta Education, <http://www.education.gov.ab.ca>
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MODULE 2 ASSIGNMENT BOOKLET

The assignments that you complete may or may not be graded. Contact your teacher to determine which assignments will be graded.

Module 2: Section 1 Inquiry

Notebook: Historical Political Cartoon Analysis

This activity may not be evaluated but is required to support your inquiry. Save your work in your Notebook.

Locate a historical political cartoon about imperialism from the Internet. Try using the following search terms on Google Images: *historical cartoon imperialism*. Cut and paste your cartoon into the space provided.

After completing the necessary research, answer the questions.

1. Who are the people in this picture? What are they doing?

2. To what issue does this cartoon refer?

3. When and where was this cartoon published?

4. How do the words used contribute to the message?

5. Which of the following techniques are used and how does each convey the cartoonist's message?

- ☐ a. symbolism
- ☐ b. exaggeration
- ☐ c. analogy
- ☐ d. words
- ☐ e. irony

6. What is the artist's message? What evidence supports your opinion of the artist's point of view?

Module 2: Section 1: Lesson 1: Get Focused

Notebook: World Views Survey

What's your own world view? The World Views Survey asks you questions about some of your most deeply held beliefs. You may not have thought about them before. Take your time. Answer the questions honestly. Choose all the answers that reflect your beliefs.

This activity may not be evaluated but is required to support your inquiry. Save your World Views Survey in your Notebook.

Survey Questions

1. How was our world created?

- ☐ created by a higher power
- ☐ created by several supreme beings
- ☐ created by random act of the universe
- ☐ impossible to know
- ☐ I don't know

2. What is the nature of the world?

- ☐ mostly good
- ☐ mostly bad
- ☐ neutral
- ☐ interconnected
- ☐ I don't know.

3. Where did you come from?

- ☐ I was made by the Creator, in the image of the Creator
- ☐ I am a highly complex organism—a product of evolution
- ☐ I am one of the many creations of the Creator or the Spirit
- ☐ I don't know.

4. What is the purpose of your life?

- ☐ to be happy
- ☐ to find and fulfill a higher purpose
- ☐ to care for others and contribute to a better world
- ☐ to continue the existence of the human race
- ☐ It has no purpose.
- ☐ I don't know.

5. How do you know what's right and what's wrong?

- ☐ through what the Creator tells me through sacred books, stories passed down from my ancestors, and/or prayer
- ☐ through my conscience or what feels right
- ☐ through logic
- ☐ There is no right and wrong, just guidelines that people have developed to help humankind survive.
- ☐ I don't know.

6. What happens when you die?

- ☐ I go to a better place.
- ☐ I go to a better or a worse place, depending on how I lived.
- ☐ I come back to life in another form.
- ☐ I become one with the earth.
- ☐ I vanish and that's it.
- ☐ I go to another world that I cannot know.
- ☐ I don't know.

Module 4: Section 1: Lesson 1: Explore 1

Journal: World Views

Look back at the World Views survey you completed at the beginning of this lesson. Where do your world views come from? Did you learn them from your parents, grandparents, Elders, or community members? Are they world views from your own cultural community? Did you explore them on your own? Do you think your ideas will change as you grow?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Module 2: Section 1: Lesson 1: Explore 4

Journal: Many Ways to See the World

Write about the following questions: What problems do mapmakers face in creating a world map? Why do we need more than one map to understand the world? How do the maps you use influence where you see your place in world affairs?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

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Module 2: Section 1: Lesson 2: Explore 1

Notebook: Critical-Viewing Chart

Use the two images you chose about Champlain to complete the chart below and on the next page.

This activity may not be evaluated but is required to support your inquiry. Save your Critical-Viewing chart in your Notebook

	Inference	Evidence
Who are the people in the picture?		
How do they feel? How do you know?		
What is happening?		
Purpose: Why did the artist compose the image?		
Accuracy: How accurate is this image?		
Perspective: From whose perspective is this image composed? What is your perspective? How might it influence the way you look at the image?		

Errors and Omissions: Are any important details missing from this image?		
Relate: How does it compare to other examples of similar works?		

Early Globalization Prediction Chart

Think about the early people who came to Canada. Why did they come? What relationships with Indigenous people did they develop? How was history affected? Complete the Early Globalization Prediction Chart below and on the next page.

This activity may not be evaluated but is required to support your inquiry. Save your Early Globalization Prediction chart in your Notebook.

Name	Motives	Predict what might happen when the two groups meet. What relationships might develop?
Samuel de Champlain and the First Nations of Québec	Both: curiosity Champlain: desire for economic and political power	Champlain would learn a great deal about Canada from the First Nations people. He would befriend some First Nations and fight against others. At first, the Ouendat (Huron), Kichesiprini (Algonquin), and Innu (Montagnais-Naskapi) helped him survive and he helped them by providing technology while the hostile Haudenosaunee (Iroquois) nations such as the Onondaga and Mohawk were attacked. Later, as he grew more powerful, Champlain would use the power of European technology to gain political and economic control of "New France" for the French people. The Indigenous people lost their land and their power and many were assimilated.

The Europeans
and the Beothuk

The early French
Canadian trappers
and the First
Nations Peoples of
the Woodlands
such as the Cree
and Dene Suliné
(Chipewyan)

Module 2: Section 1: Lesson 2: Explore 2

Journal: Cultural Contact

Consider the world views and motives of the Europeans and the First Nations people when they first came into contact. Also think about the impact of cultural contact on the Aeta people of the Philippines. Do you think it is inevitable for a more dominant culture to assimilate other cultures? Do you think it is inevitable for the dominant culture to use up the natural resources of an area? Or is there another way?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

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Module 2: Section 1: Lesson 3: Explore 5

Journal: Imperialism Today

Does imperialism still exist today? Choose one current event from your collection of news clippings that exemplifies imperialism. If you have not found one yet, complete some research. Valuable information can be found in your textbook, in local and provincial newspapers, on the Internet, and/or through discussion with experts in the field.

Write about what you have found. Explain the current example you have found and provide some information. Where is this example of imperialism or its effects taking place? What countries are involved? How is it an example of imperialism?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. There is no handwriting or other markings on the paper.

There is more room for your response on the following page.

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Module 2: Section 1 Challenge

Understanding Imperialism

Part 1

In your own words, explain each of the following terms.

industrialization

urbanization

capitalism

nationalism

ethnocentrism

Eurocentrism

imperialism

Part 2

For each of the following factors, rate its impact on the rise of imperialism on a scale of 1 to 4.

- 1 – little or no impact
- 2 – some impact
- 3 – a fair amount of impact
- 4 – a great deal of impact

Factor	Rate the Impact	Explanation and Evidence
industrialization		
urbanization		
capitalism		
nationalism		
Eurocentrism		
other factors		

3 Satisfactory	You have... <ul style="list-style-type: none"> explored the issue adequately shown a straightforward understanding effectiveness of this response to the legacies of imperialism 	You have... <ul style="list-style-type: none"> supported your rating with one or more straightforward arguments given evidence that is general or partially undeveloped 	You have... <ul style="list-style-type: none"> written in a generally clear, matter-of-fact way
2 Limited	You have... <ul style="list-style-type: none"> explored the issue superficially with some factual errors shown a confused understanding of the effectiveness of this response to the legacies of imperialism 	You have... <ul style="list-style-type: none"> supported your rating with superficial or inaccurate arguments given evidence that is overgeneralized or irrelevant 	You have... <ul style="list-style-type: none"> written in an unconvincing, confused, or ineffective way
1 Poor	You have... <ul style="list-style-type: none"> explored the issue minimally shown almost no understanding of the effectiveness of this response to the legacies of imperialism 	You have... <ul style="list-style-type: none"> supported your rating with few or no arguments given no evidence or non-specific evidence 	You have... <ul style="list-style-type: none"> written unclearly with many errors that interfere with communication
Score	(×2)	(×2)	

Module 2: Section 2 Inquiry

Journal: Imagining the Perfect World

Imagine the perfect world. What would it look like? Complete a drawing, a video, a song, or a poem. How would your world be different from our world today? How would it be the same?

Discuss with your teacher how to submit your response.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

Module 2: Section 2: Lesson 1: Explore 2

Journal: Conflicting World Views

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

European and Aboriginal societies operated under very different values. In the chart below, write down the main ideas held by European and Aboriginal societies about land, property ownership, and government.

	Aboriginal Societies	European Society
Land		
Property Ownership		
Government		

Could First Nations and Inuit peoples and Europeans live together in harmony, given their different world views? Why or why not?

Module 2: Section 2: Lesson 1: Explore 5

Journal: Imperialism in Canada

Do you think it is human nature for one group of people to try to take advantage of another? Do you think contact between European people and Canada's First Nations and Inuit people had to be imperialist in nature? Did the European people have to control Aboriginal people, or was there another way?

Think about what you know about your own ancestors, or people you have learned about in the past. Were all newcomers to Canada trying to control and dominate other people, or did they have other motives? Explore this idea.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

[illegible]

There is more room for your response on the following page.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Notebook: Assessing the Impact of Imperialism

This activity may not be evaluated but is required to support your inquiry. Save your work in your Notebook.

What important aspects of Canadian society were a result of the contact between European and Aboriginal society? Were they the results of imperialism or early globalization (contact between people with equal political and economic powers)? If you are having trouble deciding if this aspect of Canadian society was a result of globalization or imperialism, ask yourself if the result would have been the same if one cultural group was not trying to dominate or control the other.

In each of the columns, put a G for globalization and an I for imperialism. You may insert an answer into each column if there was more than one contributing factor. In the final column, include point-form evidence to support your answer.

The first one has been done for you.

	British	French	Aboriginal	Evidence to Support Your Answer
English as an Official Language	I			<ul style="list-style-type: none">• British government services were in English.• Laws were in English.• Majority of first wave of immigrants were from England.• Aboriginal people were forced to speak English in school.
French as an Official Language				
Loss of Aboriginal Languages				
Multiculturalism				

Ability to Own Private Property				
Equal Participation in Political Decision Making				
Human Rights				

Scoring Guide: Assessing the Impact of Imperialism

	Exploration and Analysis 5 marks	Defense of Assessment 5 marks
5 Excellent	<p>You have...</p> <ul style="list-style-type: none"> shown a strong understanding of the impact of globalization and imperialism on Canada 	<p>You have...</p> <ul style="list-style-type: none"> supported your assessment with one or more convincing arguments given evidence that is specific and accurate
4 Proficient	<p>You have...</p> <ul style="list-style-type: none"> shown a clear understanding of the impact of globalization and imperialism on Canada 	<p>You have...</p> <ul style="list-style-type: none"> supported your assessment with one or more appropriate arguments given evidence that is relevant and mostly correct
3 Satisfactory	<p>You have...</p> <ul style="list-style-type: none"> shown a straightforward understanding of the impact of globalization and imperialism on Canada 	<p>You have...</p> <ul style="list-style-type: none"> supported your assessment with one or more straightforward arguments given evidence that is general or partially undeveloped

<p>2</p> <p>Limited</p>	<p>You have...</p> <ul style="list-style-type: none"> • shown a confused understanding of the impact of globalization and imperialism on Canada 	<p>You have...</p> <ul style="list-style-type: none"> • supported your assessment with superficial or inaccurate arguments • given evidence that is overgeneralized or irrelevant
<p>1</p> <p>Poor</p>	<p>You have...</p> <ul style="list-style-type: none"> • shown almost no understanding of the impact of globalization and imperialism on Canada 	<p>You have...</p> <ul style="list-style-type: none"> • supported your assessment with few or no arguments • given no evidence or evidence that is neither here nor there
<p>Score</p>	<p>(×2)</p>	<p>(×2)</p>

Module 2: Section 2: Lesson 2: Explore 3

Notebook: Perspective Dialogue

Choose one of the options. In your notebook, write a dialogue between two people, showing their different viewpoints and the reasons why they have these views. You may use one of the following examples.

- the parent of a residential school student and a religious leader discussing child raising
- a residential school student and his or her teacher discussing what language can be spoken at school
- a Status Indian and an environmentalist discussing hunting rights
- an elections official and an Aboriginal person discussing the loss of Indian status after the Aboriginal man fought to defend Canada in World War I

You may also choose to write dialogue between two different people. Be sure to have it approved by your teacher.

This activity may not be evaluated but is required to support your inquiry. Save your Perspective Dialogue in your Notebook.

There is more room for your response on the following page.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Scoring Criteria: Perspective Dialogue

	Exploration and Analysis 10 marks	Defence of Rating 10 marks	Communication 5 marks
5 Excellent	<p>You have...</p> <ul style="list-style-type: none"> explored the issue thoroughly shown a strong understanding of the factors leading to the rise of imperialism 	<p>You have...</p> <ul style="list-style-type: none"> supported your rating with one or more convincing arguments given evidence that is specific and accurate 	<p>You have...</p> <ul style="list-style-type: none"> written in a fluent, creative, and highly convincing way
4 Proficient	<p>You have...</p> <ul style="list-style-type: none"> explored the issue suitably shown a clear understanding of the effectiveness of this response to the legacies of imperialism 	<p>You have...</p> <ul style="list-style-type: none"> supported your rating with one or more appropriate arguments given evidence that is relevant and mostly correct 	<p>You have...</p> <ul style="list-style-type: none"> written in a clear, structured, and credible way
3 Satisfactory	<p>You have...</p> <ul style="list-style-type: none"> explored the issue adequately shown a straightforward understanding effectiveness of this response to the legacies of imperialism 	<p>You have...</p> <ul style="list-style-type: none"> supported your rating with one or more straightforward arguments given evidence that is general or partially undeveloped 	<p>You have...</p> <ul style="list-style-type: none"> written in a generally clear, matter-of-fact way
2 Limited	<p>You have...</p> <ul style="list-style-type: none"> explored the issue superficially with some factual errors shown a confused understanding of the effectiveness of this response to the legacies of imperialism 	<p>You have...</p> <ul style="list-style-type: none"> supported your rating with superficial or inaccurate arguments given evidence that is overgeneralized or irrelevant 	<p>You have...</p> <ul style="list-style-type: none"> written in an unconvincing, confused, or ineffective way
1 Poor	<p>You have...</p> <ul style="list-style-type: none"> explored the issue minimally shown almost no understanding of the effectiveness of this response to the legacies of imperialism 	<p>You have...</p> <ul style="list-style-type: none"> supported your rating with few or no arguments given no evidence or non-specific evidence 	<p>You have...</p> <ul style="list-style-type: none"> written unclearly with many errors that interfere with communication
Score	(×2)	(×2)	

Module 2: Section 2: Lesson 2: Explore 4

Journal: Respond to the Perspectives

After you have completed your analysis of the perspectives of the speakers in the “Legacies of Imperialism Perspectives Self-Check,” which speaker do you most agree with and why? You may agree with aspects of more than one of the source-based quotes. Write a paragraph with your answers to these questions.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

[illegible]

Module 2: Section 2: Lesson 3: Explore 2**Notebook: Rating the Legacies of Imperialism**

This activity may not be evaluated but is required to support your inquiry. Save your Rating the Legacies of Imperialism chart in your Notebook.

Each of the items represents a change to the way of life for Aboriginal people in Canada. These changes were a result of imperialism. From the perspective of Aboriginal people, rate each of the following on a scale of 1 to 5. Provide support for your rating.

- 1 – great loss
- 2 – some loss
- 3 – neutral or both gain and loss
- 4 – some gain
- 5 – great gain

	Rating	Support for My Rating
Language		
Health Care		
Food Production		
Land Ownership		

Access to Technology		
Values		
Traditional Way of Life		
Other?		
Other?		

Module 2: Section 2: Lesson 3: Explore 3

Journal: Personal Legacies of Imperialism

Based on the experiences of your own ancestors and your life today, have the personal legacies of imperialism been mostly positive or mostly negative? Explain in one paragraph.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

There is more room for your response on the following page.

[illegible]

Notebook: Perspectives on Imperialism

This activity may not be evaluated but is required to support your inquiry. Save your work in your Notebook.

There are many perspectives on the legacies of imperialism on Aboriginal people. The Canadian government and the non-Aboriginal population of Canada historically encouraged First Nations, Métis, and Inuit peoples to assimilate into mainstream society for many reasons. Examine the sources, and answer the accompanying questions.

Source 1

It is difficult to comprehend the magnitude of the atrocities—intentional, neglectful, or accidental—perpetuated on Indian people by the conquering culture, and later by the very government that assumed responsibility for their protection.

—Ben Nighthorse Campbell. Northern Cheyenne

Source 2

I want to get rid of the Indian problem . . . Our objective is to continue until there is not a single Indian in Canada that has not been absorbed into the body politic and there is no Indian question and no Indian department.

—Duncan Campbell Scott, Department of Indian Affairs
Deputy Superintendent of Indian Affairs 1913–1932

Source 3

© John Larter/Artizans.com

Source 4

Why shouldn't Indians be assimilated into North American society? I see it as the only solution to their problem; they must stop thinking of themselves as a separate nation and take an active role in Canadian life on an individual basis, not continually distance themselves and hope to somehow return to their old ways of life . . .

1. What is the main message in Source 1 regarding the effects of imperialism on Aboriginal people, and whose perspective is portrayed?

2. What is the main message in Source 2 regarding the effects of imperialism on Aboriginal people, and whose perspective is portrayed?

3. What is the main message Source 3 regarding the effects of imperialism on Aboriginal people, and whose perspective is portrayed?

4. What is the main message in Source 4 regarding the effects of imperialism on Aboriginal people, and whose perspective is portrayed?

5. Use your knowledge and understanding of social studies and information from the sources to provide and support your own point of view about the effects of imperialism on Aboriginal people.

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Module 2: Section 2 Challenge

Rethinking History

Select one of the following readings from the Social Studies 10-2 Multimedia DVD.

- “Samuel de Champlain Introduces Firearms to Native Warfare, 1609” (789 words, reading level Grade 6)
- “Micmac Chief Addresses the French” (842 words, reading level Grade 8)
- “A Slave Writes to His Former Master” (418 words, reading level Grade 6)
- “An English Teacher Writes of Her Experiences in Saskatchewan Schools” (522 words, reading level Grade 7)

Part 1

Complete the following questions based on the reading.

1. How is this story an example of a legacy of imperialism?

2. From whose perspective is this account written?

3. Does the writer show ethnocentrism or Eurocentrism? In what way?

Part 2

Read the passage, predict what will happen next, and then storyboard the events described in at least seven frames, from the perspective of the original writer. Now think about whose perspective is missing from this story. How would the story have been told from the missing point of view? How would a different writer see and interpret the events?

Storyboard 1

	Sketch a Scene from the Story	Description
Scene 1		
Scene 2		
Scene 3		
Scene 4		

Scene 5		
Scene 6		
Scene 7		

Storyboard 2

	Sketch a Scene from the Story	Description
Scene 1		
Scene 2		

Scene 3		
Scene 4		
Scene 5		
Scene 6		
Scene 7		

Part 3

Write the story from your second storyboard in paragraph form. You may choose to present a video or audio version of the story instead of a written version.

Discuss with your teacher how to submit your response.

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Scoring Criteria: Rethinking History Part 3

	Exploration and Analysis 10 marks	Communication 5 marks
5 Excellent	<p>You have...</p> <ul style="list-style-type: none"> explored the issue thoroughly with a perceptive consideration for the perspectives of others shown a strong understanding of the impact of historical imperialism on individuals and communities 	<p>You have...</p> <ul style="list-style-type: none"> written in a fluent, creative, and highly convincing way
4 Proficient	<p>You have...</p> <ul style="list-style-type: none"> explored the issue suitably with appropriate consideration for the perspectives of others shown a clear understanding of the impact of historical imperialism on individuals and communities 	<p>You have...</p> <ul style="list-style-type: none"> written in a clear, structured, and credible way
3 Satisfactory	<p>You have...</p> <ul style="list-style-type: none"> explored the issue adequately with suitable consideration for the perspectives of others shown a straightforward understanding of the impact of historical imperialism on individuals and communities 	<p>You have...</p> <ul style="list-style-type: none"> written in a generally clear, matter-of-fact way
2 Limited	<p>You have...</p> <ul style="list-style-type: none"> explored the issue superficially with some factual errors with minimal consideration for the perspectives of others shown a confused understanding of the impact of historical imperialism on individuals and communities 	<p>You have...</p> <ul style="list-style-type: none"> written in an unconvincing, confused, or ineffective way
1 Poor	<p>You have...</p> <ul style="list-style-type: none"> explored the issue minimally with little consideration for the perspectives of others shown almost no understanding of the impact of historical imperialism on individuals and communities 	<p>You have...</p> <ul style="list-style-type: none"> written unclearly with many errors that interfere with communication
Score	(×2)	

Module 2: Challenge to Take Action

Step 1: I want to get involved in (Check or highlight one.)

☐ finding out more about ☐ engaging in ☐ acting on

(Choose one.) ☐ on the identity of my own cultural group

☐ the identity of _____.

Step 2: This issue is important to me because

This issue is important to my community because

Step 3: These are some possible actions I could take to address this issue:

	Activity (List two or more possible actions in each box.)	Possible Benefits of Completing This Activity
Informing myself by...		
Engaging with others or the issue by...		
Taking action by...		

Step 5: What I did was . . .

Present your action in written format on this page AND create a multimedia presentation, website, or storyboard. Discuss with your teacher how to submit your multimedia presentation, website, or storyboard.

You may wish to share your presentation with peers, friends, and family.

[illegible]

Scoring Criteria: Understanding Legacies of Imperialism in Today's World

	Exploration and Analysis 10 marks	Explanation of Plan of Action 10 marks	Quality of Presentation 5 marks
5 Excellent	<p>You will...</p> <ul style="list-style-type: none"> • demonstrate an insightful understanding of the issue • display a thorough understanding of other perspectives • provide insightful options that demonstrate citizenship 	<p>You will...</p> <ul style="list-style-type: none"> • present a course of action based on convincing arguments, demonstrating a perceptive understanding of social studies knowledge • show a mature global consciousness with respect to humanity and world issues 	<p>You will...</p> <ul style="list-style-type: none"> • communicate in a fluent, creative, and highly convincing manner
4 Proficient	<p>You will...</p> <ul style="list-style-type: none"> • demonstrate a thoughtful understanding of the issue • display a clear understanding of other perspectives • provide purposeful options that demonstrate citizenship 	<p>You will...</p> <ul style="list-style-type: none"> • present a course of action based on appropriate arguments, demonstrating a clear understanding of social studies knowledge • show an appropriate global consciousness with respect to humanity and world issues 	<p>You will...</p> <ul style="list-style-type: none"> • communicate in a clear, structured, and credible manner
3 Satisfactory	<p>You will...</p> <ul style="list-style-type: none"> • demonstrate an adequate understanding of the issue • display a sufficient consideration of other perspectives • provide realistic options that demonstrate citizenship 	<p>You will...</p> <ul style="list-style-type: none"> • present a course of action based on relevant arguments, demonstrating an acceptable understanding of social studies knowledge • show a developing global consciousness with respect to humanity and world issues 	<p>You will...</p> <ul style="list-style-type: none"> • communicate in a generally clear, matter-of-fact manner

<p>2</p> <p>Limited</p>	<p>You will...</p> <ul style="list-style-type: none"> • demonstrate a simplistic or confused understanding of the issue • display little consideration of other perspectives • provide unrealistic or unrelated options that demonstrate citizenship 	<p>You will...</p> <ul style="list-style-type: none"> • present a course of action based on superficial or questionable arguments, demonstrating a confused understanding of social studies knowledge • show minimal global consciousness with respect to humanity and world issues 	<p>You will...</p> <ul style="list-style-type: none"> • communicate in an unconvincing, confused, or ineffective manner
<p>1</p> <p>Poor</p>	<p>You will...</p> <ul style="list-style-type: none"> • demonstrate little or no understanding of the issue • display little or no consideration of other perspectives • provide little or no options that demonstrate citizenship 	<p>You will...</p> <ul style="list-style-type: none"> • present no course of action or a course of action based on no arguments, demonstrating little understanding of social studies knowledge • show little or no global consciousness with respect to humanity and world issues 	<p>You will...</p> <ul style="list-style-type: none"> • communicate in an unclear, disorganized, manner (errors make your message hard to understand)
<p>Score</p>	<p>(10 marks)</p>	<p>(10 marks)</p>	<p>(5 marks)</p>